DOCUMENT RESUME

ED 321 931 RC 017 634

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TITLE A Summary of Participation and Achievement Information as Reported by State Migrant Education Programs for Fiscal Year 1985. Volume 2: Achievement.
INSTITUTION Decision Resources Corp., Washington, DC.
SPONS AGENCY Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE Apr 87
CONTRACT 300-85-103
NOTE 69p.; For Volume 1: Participation, see RC 017 633.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Achievement; *Achievement Gains; Achievement Rating; Elementary Secondary Education; *Mathematics Achievement; Migrant Children; *Migrant Education; *Migrant Programs; Migrant Youth; *Reading Achievement; School Statistics; *State Programs; Student Characteristics; Student Mobility; Summer Programs; Tables (Data)
IDENTIFIERS Education Consolidation Improvement Act Chapter 1; Migrant Education Program; Normal Curve Equivalent Scores

ABSTRACT

This is the second of two volumes of a report summarizing participation and achievement information from the 1984-85 school year of the Education Consolidation and Improvement Act (ECIA) Chapter 1 Migrant Education Program. This volume presents achievement information provided by state education agencies. Because of language and mobility problems, scores of migrant students were typically underrepresented. State data inconsistency, incompatibility, and inadequacy also contributed to an incomplete description of migrant achievement. No attempt was made to develop a national profile. The volume presents state-by-state achievement summaries. Where possible, the summaries include the number of students represented in the evaluation, test results by the area and term for all grades combined, the type of testing schedule and data reported, the type of scoring or measurement used, and the methods used to compile the data. Achievement data were received from 37 states. This figure includes 30 of the 48 states offering regular-term programs and 20 of 41 states offering summer-term programs. Most states submitted achievement information based on results from all participating education agencies. A few states provided information obtained from samplings. Typically, achievement information was reported using normal curve equivalent (NCE) scores obtained from norm-referenced evaluations. Data were usually provided for reading and mathematics. The summaries are based on material provided in the state performance reports for the ECIA Chapter 1 program, on telephone contacts with state offices, and on information from State Chapter 1 Migrant Evaluation Reports. (TES)

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A SUMMARY OF PARTICIPATION AND ACHIEVEMENT INFORMATION AS REPORTED BY STATE MIGRANT EDUCATION PROGRAMS FOR FISCAL YEAR 1985

VOLUME II: ACHIEVEMENT

Thuha Nguyen
Kathleen White
Babette Gutmann

Prepared for:
Office of Planning, Budget, and Evaluation
U.S. Department of Education

April 1987

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ACKNOWLEDGMENTS

The completion of this report is the result of substantial effort on the part of several individuals and organizations. The State Migrant directors and program evaluators who were asked on several occasions to verify or add pieces of information deserve our thanks. We also appreciate the assistance of the Migrant Education Program staff in the U.S. Department of Education, with special thanks to William L. Stormer and Dustin W. Wilson. In addition, James English of the ED Office of Planning, Budget, and Evaluation, who served as our Project Officer, should be commended for his perseverance and flexibility in supporting the production of this report.

Our special thanks go to Mary Moore of DRC for her support and advice as well as to other DRC staff members for their assistance in verifying, revising, and reporting the Migrant database.

PREFACE

This report was prepared pursuant to Contract Number 300-85-103, U.S. Department of Education. The cost of the project was $28,119. The opinions and conclusions expressed in this report are those of the authors and do not necessarily represent the position or policies of the U.S. Department of Education.

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INTRODUCTION

This report encompasses two volumes and summarizes the participation and achievement information provided by States on the ECIA Chapter 1 Migrant Program for the 1984-85 school year (FY85). FY85 marked the first year in which States were required to submit annual Migrant participation data using a standard format. For achievement, Statewide data summaries were requested, although no specific format was prescribed. This volume presents the achievement information while Volume 1 provides the participation information.

The State Performance Report, ECIA Chapter 1, Migrant Program for school year 1984-85 included a section for States to report Statewide data summaries that reflect the impact of instruction on the basic skills achievement of Migrant participants. Although no specific format was prescribed, States were encouraged to provide data by school term, grade, subject area, and testing schedule.

In this section, we discuss the number of States reporting achievement data and the types of information provided, the methodology used to verify the information, the limitations inherent in attempting to summarize such data and, finally, the organization of the remainder of this volume.

States Reporting and Types of Information Provided

Achievement data were received from 37 States; this figure includes 30 of the 48 States offering regular term programs and 20 of the 41 States offering summer term programs. (See Table 1 for a State-by-State listing indicating whether regular term and/or summer term programs were offered in FY85.)

The States providing achievement data were:

Alabama
Alaska
Arizona
Arkansas
Colorado
Delaware
Florida
Georgia
Idaho
Illinois
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maryland
Massachusetts
Minnesota
Mississippi
Missouri
Montana
Nevada
New Jersey
New Mexico
New York
North Carolina
Ohio
Oklahoma
Oregon
Puerto Rico
South Carolina
South Dakota
Tennessee
Texas
Virginia
Washington
Wisconsin

TABLE 1

States Participating in the Migrant Education Program

FY 1985

	Regular Term	Summer Term		Regular Term	Summer Term
Alabama	X	X	Montana		X
Alaska	X	X	Nebraska		X
Arizona	X	X	Nevada	X	
Arkansas	X		New Hampshire	X	X
California	X	X	New Jersey	X	X
Colorado	X	X	New Mexico	X	X
Connecticut	X	X	New York	X	X
Delaware	X	X	North Carolina	X	X
District of Columbia	X		North Dakota	X	X
Florida	X	X	Ohio	X	X
Georgia	X	X	Oklahoma	X	
Hawaii[a/]			Oregon	X	X
Idaho	X	X	Pennsylvania	X	X
Illinois	X	X	Puerto Rico	X	
Indiana	X	X	Rhode Island[b/]		X
Iowa	X	X	South Carolina	X	X
Kansas	X	X	South Dakota	X	
Kentucky	X	X	Tennessee	X	X
Louisiana	X	X	Texas	X	X
Maine	X	X	Utah	X	X
Maryland	X	X	Vermont	X	X
Massachusetts	X	X	Virginia	X	X
Michigan	X	X	Washington	X	X
Minnesota	X	X	West Virginia	X	X
Mississippi	X		Wisconsin	X	X
Missouri	X	X	Wyoming		X

a/ Hawaii does not participate in the Migrant Education Program.

b/ During the Regular Term, Rhode Island provided indirect, consultative services and field trips; direct instructional services and other supporting services were not provided.

Table 2 presents a description of the types of achievement data reported by the States. Most States submitted Statewide achievement information based upon results from all local educational agencies (LEAs) participating in the program. A few States, however, provided information obtained from sampling or data reported by selected LEAs. Typically, achievement information expressed in normal curve equivalent (NCE) scores,[1] obtained from pre-test/post-test norm-referenced evaluations, was reported. Data were usually provided for reading and mathematics.

Methodology

The achievement summaries are based on material provided in the State Performance Reports for the ECIA Chapter 1, Migrant Program, telephone contacts with SEA Migrant Education Offices, and information from State Chapter 1 Migrant Evaluation Reports.

Telephone contacts were made with SEA Migrant Program Representatives to obtain additional achievement information and to clarify the information which was reported. Also, these contacts were used to gather achievement information that was reported in State Migrant Education Evaluation Reports and in other documents.

Limitations

The achievement summaries do not provide a complete description of achievement outcomes in Migrant programs for the following reasons:

- Scores of actively Migrant students were typically under-represented in evaluation results because of mobility and language problems;
- Most States submitted results for Migrant reading and mathematics projects; however, projects funded by the Migrant Program

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[1]The NCE is a type of standard score resulting from the division of the normal curve into 99 equal units, and is derived from the percentile rank. The 50th percentile is the national norm.

TABLE 2

Description of Statewide Achievement Information, FY85

	Number of States	
	Regular Term	Summer Term
States providing program[a/]	48	41
States providing achievement data	30	20
States reporting:[b/]		
- Statewide summary based on results from participating LEAs	22	14
- Statewide summary based on a sample	4	1
- Compilation of reports from participating LEAs	4	2
- Compilation of reports from selected LEAs	4	3
Subjects reported:		
- Reading	29	18
- Mathematics	26	17
- Other Language Arts	15	5
- English to limited English background	5	3
- Vocational Education	2	2
- Other	4	4
Type of data reported:[b/]		
- Test scores	21	11
o Standardized	18	9
o Criterion-referenced	4	2
o Locally-developed	1	1
- Objectives mastered	6	6
- Teacher judgment	9	7
Type of measurement:[b/]		
- NCE	15	4
- Percentiles	3	0
- Grade equivalents	2	5
- Raw scores	2	3
Test cycle:[b/]		
- Fall-to-Spring	22	8
- Spring-to-Spring	7	3
- Point in time	3	1

a/ Forty-nine States, the District of Columbia, and Puerto Rico participated in the Migrant program in FY85.

b/ Some States reported more than one type of data and more than one type of test score.

tended to be highly diversified and comprehensive. Thus, evaluations of performance in these two subject areas may either be inappropriate or inadequate measures of the impact of the services provided;

- Data reported lacked consistency; no standardized Federal reporting requirements for achievement were in place for school year 1984-85 and States were allowed a great degree of autonomy in establishing Statewide requirements; and

- Standardized tests, with norms for fall and spring testing, may not be compatible with the short term basis of many Migrant projects or with the cyclical patterns of migrant employment.

Because of these limitations, the information reported by the States cannot be reduced to any summary measure of performance. No attempts were made, therefore, to develop a national profile.

Organization

The remainder of this volume presents the State-by-State achievement summaries. Whenever possible, the summaries include:

- the number of students represented in the evaluation;

- results by subject area and term for all grades combined;

- identification of the testing schedule, type of data reported, and type of scores or measurement used; and

- approaches which were used to compile the data.

ALABAMA

During the regular term, the Alabama Migrant program provided services to students attending pre-kindergarten through grade 12. Instruction was provided in reading, language arts, vocational/career education, and sewing. During the summer term, services were provided to students attending pre-kindergarten through grade nine. Supporting services which included social work, guidance, health, dental, nutrition, and transportation were provided during both regular and summer terms.

Alabama provided standardized achievement data for reading and math. Data were reported for the fall-to-spring and spring-to-spring testing cycles. No data were presented for the summer term. A summary of the regular term results, for all grade levels combined, is presented in Table 3.

TABLE 3

Reported NCE Gains for Regular Term, School Year 1984-1985
Programs in Reading and Math

Alabama

	Spring-Spring Cycle		Fall-Spring Cycle	
	Number Tested	Average NCE Gain	Number Tested	Average NCE Gain
Reading	393	+3.1	170	+1.6
Math	456	+5.4	287	+2.8

Alabama advised that these data be interpreted with caution. Testing was performed to develop a conversion index for use with two different achievement test batteries. The scores reported represent those of students in Migrant Programs who were included in the conversion sample.

ALASKA

The Migrant program in Alaska provided instruction in basic skills, career/vocational education, preschool, and health/safety during the regular and summer term. Counseling and transportation services were also provided. Regular term programs were available to students in pre-kindergarten through grade 12; summer programs were provided to students in kindergarten through grade 5.

Alaska's Performance Report did not include a summary of achievement data. A compilation of achievement reports from each participating LEA is provided in the Alaska Migrant Education Program Evaluation Report, 1984-1985.

ARIZONA

The State's Migrant program provided instruction in English to students of limited English background, reading, other language arts, math, vocational/career education, secondary tutorial, preschool, gifted and handicapped education to students in pre-kindergarten through grade 12 during the regular term. With the exception of instruction for gifted children, similar instruction was provided during the summer term. Attendance, social work, guidance, health, dental, nutrition and transportation services were provided during both terms.

Arizona provided a State-wide summary of achievement results for Migrant students in reading, language arts, and math. A point-in-time, norm-referenced model was used. Testing took place in April 1985. The number tested and mean grade equivalent are presented in Table 4.

TABLE 4

Mean Grade Equivalent Scores, April 1985

Arizona

	Reading		Language Arts		Math	
	Number Tested	Mean Grade Equivalent	Number Tested	Mean Grade Equivalent	Number Tested	Mean Grade Equivalent
Grade 1	589	1.6	571	1.8	589	1.7
Grade 2	685	2.3	668	2.6	666	2.5
Grade 3	710	3.1	703	3.6	703	3.5
Grade 4	775	3.8	777	4.2	778	4.3
Grade 5	715	4.5	714	5.0	706	5.1
Grade 6	705	5.4	712	5.6	699	6.1
Grade 7	713	6.3	714	6.4	696	7.0
Grade 8	572	7.3	563	7.5	564	8.0
Grade 9	404	7.0	421	6.6	420	7.6
Grade 10	404	7.0	361	8.1	263	8.1
Grade 11	401	7.1	411	7.9	339	8.4
Grade 12	287	7.7	283	8.1	286	8.6

ARKANSAS

Migrant projects in this State offered instruction in English to students of limited English background, reading, math, and vocational/career education. Supporting services included health, dental, nutrition, transportation services, clothing, personal and school supplies. Services were available during the regular term.

Arkansas used a pre- and post-test norm-referenced model to evaluate reading and math programs which were provided in grade 2 through grade 9. Mean NCE gains in reading ranged from a high of 16 (grade 2) to a low of 5 (grades 8 and 9). Mean NCE gains in math ranged from 20 (grade 2) to 6 (grade 6). Mean NCE gains in reading and mathematics for all grades combined are presented in Table 5.

TABLE 5

Reported NCE Gains for the Regular Term,
School Year 1984-1985
Fall-Spring Cycle

Arkansas

	Number Tested	Mean NCE Gain
Reading	1,071	9.7
Math	851	10.9

CALIFORNIA

The Migrant program in California provided instructional services in English to students of limited English background, reading, math, and vocational/career education during regular and summer terms. Also, attendance, social work, guidance, health, dental, nutrition, and transportation services were available. Students in prekindergarten through grade 12 were eligible for services.

The State was unable to provide a Statewide achievement summary for school year 1984-1985. However, California provided a summary which compared scores of students in the Migrant program who attended summer school with scores of students in the Migrant program who did not attend summer school. A limited number of students in grade 1 through grade 8 (N's ranged from 24 to 68) were tested in reading, language arts, and math. With the exception of students receiving instruction in math in grade 3 and grade 7, students who attended summer school received higher scores than students who did not attend summer school.

COLORADO

English to students of limited English background, reading, other language arts, math, social studies and secondary tutoring were offered by the Migrant program during the regular and summer terms. Also, summer instruction included arts and crafts, computer education, physical education, swimming, and science. A wide variety of supporting services were available during both terms. Programming was provided for students in prekindergarten through grade 12.

A pre- and post-test model was used to evaluate the regular term program. Scores for norm-referenced testing obtained from spring-to-spring and fall-to-spring testing cycles were used. For fall-to-spring testing, the number in the testing groups ranged from 1 (math, grade 12) to 40 (reading, grade 5). For spring-to-spring testing, the numbers ranged from 1 (reading, grade 9) to 28 (reading, grade 6).

Table 6 summarizes the results of regular term achievement data for all grades combined.

TABLE 6

Migrant Education Program Regular School Term, 1984-1985

Colorado

	Spring 1984-Spring 1985		Fall 1984-Spring 1985	
	Reading	Math	Reading	Math
Number Tested	164	123	314	257
Mean NCE Gain	3.6	2.4	5.4	5.7

A pre- and post-test criterion-referenced test model was used to evaluate summer term reading and math projects. The State reported the test used, the number of students tested, the total number of sessions, and the average number of objectives mastered per child by project. In reading, 1,396 students were tested. Students mastered between .1 and 7.2 objectives. In math, 1,433 students were tested. Gains ranged from .1 to 6.0 objectives mastered per child.

CONNECTICUT

Regular term Migrant programs in Connecticut included instruction in reading, language arts, math, and vocational/career education. Summer term programs included instruction in reading, language arts, math, and vocational/career education.

Achievement data were not reported.

DELAWARE

Reading, language arts, mathematics, and guidance services were provided during regular and summer terms. English to students with limited English background and opportunities to accrue credit were also provided in the summer. Students in preschool through grade 12 participated in these programs.

During the regular school year, the State Migrant program supplemented the regular classroom instruction. Students were instructed in areas of weakness as indicated by their regular classroom teacher. Thus, no separate achievement data specific to the supplementary instruction were available other than skills mastery.

All summer Migrant programs used a norm-referenced test, and a pre- and post-test was administered during the six-week summer period. Of the 49 students who received both pre- and post-tests in reading and mathematics, 27 increased in reading, 11 decreased, and 11 showed no change. In mathematics, 28 increased, 17 decreased, and 2 showed no change.

In another six-week summer program, the gains were as follows: the grade equivalent growth in reading and mathematics was 0.3175 and 0.668 respectively. Normal growth between pre- and post-tests was 0.127 for each area.

DISTRICT OF COLUMBIA

During the regular term, the Migrant program in the District of Columbia provided after school tutoring in reading, language arts, and mathematics. Attendance, social work, guidance, transportation, and cultural enrichment services were also provided. Summer term programs were not offered.

The achievement summary reported district-wide median grade equivalent scores for students in grades 3, 6, 9, and 11 for years 1978-1985. Scores for children in the Migrant program were not available.

FLORIDA

Florida provided services for students attending pre-kindergarten through grade 12 during the regular and summer term. Instruction was offered in English to students of limited English background, reading, language arts, mathematics, vocational/career education, preschool, and secondary tutorial. A wide variety of supporting services, including services in attendance, social work, guidance, health, dental, and nutrition, were available.

Florida reported achievement data for students receiving instruction in reading, mathematics, and language arts. Pre- and post-test data were provided for spring-to-spring and fall-to-spring evaluations. Numbers of students tested and weighted mean NCE gains for all grades combined are summarized in Table 7.

TABLE 7

Achievement Data, School Year 1984-1985
by Subject Area and Testing Cycle

Florida

	Spring 1984 to Spring 1985			Fall 1984 to Spring 1985		
	Reading	Math	Language Arts	Reading	Math	Language Arts
Number Tested	1411	903	209	319	52	-
Mean NCE Gain	.44	.73	1.91	6.16	7.19	-

In reading, the spring-to-spring evaluation included scores of students attending grade 2 through grade 8. Weighted mean NCE gains ranged from 2.08 (grade 6) to -1.06 (grade 2). The fall-to-spring evaluation included scores of students attending grade 3 through grade 6. Weighted mean NCE gains ranged from 9.34 (grade 3) to 3.36 (grade 4).

In mathematics, the spring-to-spring evaluation included scores of students attending grade 2 through grade 8. Gains ranged from 3.48 (grade 5) to -2.33 (grade 2). The fall-to-spring evaluation included scores of 52 students in grade 2.

In language arts the spring-to-spring evaluation included scores of students attending grades 3 through grade 7. NCE gains ranged from 6.14 (grade 4) to -1.02 (grade 5).

GEORGIA

Georgia provided instruction in English to students of limited English background, reading, language arts, math, vocational/career education, and general tutoring during the regular term. Support services included attendance, guidance, health, dental, nutrition, transportation, food, clothing, and outdoor education.

In the summer term instruction was provided in English to students of limited English background, vocational/career education, and general tutoring. Support services included guidance, health, dental, nutrition, transportation, clothing, and drop out prevention.

No achievement data were reported; however, the State concluded that, according to subjective judgments of teachers, assistance from the Migrant program helps participants improve their skills and perform better in the classroom.

IDAHO

The Migrant program in Idaho offered instruction in all basic subject areas as well as in vocational/career education, social studies, science, art, music, computer science, physical education, and affective domain education. Supporting services included guidance, attendance, health, dental, nutrition and parent services. Services were provided during regular and summer terms.

Achievement data were reported for the regular term. Table 8 summarizes the mean NCE gains for students in Migrant projects in reading, mathematics, and language arts.

TABLE 8

Achievement Data, Regular Term School Year 1984-1985
By Subject and Testing Cycle

Idaho

	Fall 1984 to Spring 1985		Spring 1984 to Spring 1985	
Subject	Number Tested	Mean NCE Gain	Number Tested	Mean NCE Gain
Reading	407	3.49	136	-.39
Mathematics	260	4.79	146	3.21
Language Arts	20	2.59	41	4.96

In reading, mean NCE gains for fall-to-spring testing ranged from 14.58 (grade 2) to -6.76 (grade 4). For spring-to-spring testing, the range was 3.22 (grade 4) to -6.74 (grade 2).

In mathematics, mean NCE gains ranged from 6.24 (grade 2) to .13 (grade 3) for fall-to-spring testing, and from 4.8 (grade 4) to 1.12 (grade 3) for spring-to-spring testing.

Gains in language arts were not reported by grade level.

Evaluation data for English as a second language were also provided. Gains were reported as raw score mean gains. For the fall-to-spring testing cycle, 28 students were tested. The raw score mean gain was 10.90. For the spring- to-spring testing cycle, 26 students were tested. The raw score mean gain was 2.30.

ILLINOIS

Illinois provided instructional services in English to students of limited English background, reading, language arts, mathematics, vocational/career education, science, social studies, cultural development/self image, physical education, and health. Health and dental supporting services were also provided. Services were available during both regular and summer terms.

Statewide achievement consisted of a report which compiled the number of participants by subject area and grade level, and the number of participants "not meeting," "meeting," and "exceeding" standards. Standards were determined by each LEA and were likely to vary among projects.

Table 9 presents total participants and percentages "meeting" and "exceeding" standards for all grades combined.

TABLE 9

Achievement Data by Subject Area and Term,
School Year 1984-1985

Illinois

	Regular Term		Summer Term	
Subject	Total Number of Participants	Percent Meeting or Exceeding Standards	Number of Participants	Percent Meeting or Exceeding Standards
Mathematics	450	82%	2,031	85%
English Language Arts/Reading	628	78%	2,086	83%
Spanish Language Arts	102	50%	393	87%
English as a Second Language	152	77%	871	85%
Basic Skills Combined	1,332	77%	5,381	84%

INDIANA

The Migrant program in Indiana offered instruction in English to students of limited English background, reading, language arts, mathematics, and vocational/career education. In addition, the program provided tutorial services, preschool education, handicapped education, and Reading is Fundamental projects. Supporting services included attendance, health, dental, nutrition, and transportation services. These services were provided during the regular and summer terms.

Indiana utilized a point-in-time, norm-referenced model to evaluate the Migrant program. All students in grades 3, 5, 7 and 9 during the summer term were considered for testing. No ninth graders were included in the evaluation, however, because no student at this grade level had sufficient English language and reading skills to take the test. All students in attendance on the days of testing with sufficient English proficiency were tested; no attempt was made to match scores. The size of the test groups was not reported. Table 10 below compares the NCE scores obtained in reading in 1985 and in 1984.

TABLE 10

Reading NCE Scores for 1984 and 1985
Point-in-Time Testing

Indiana

	NCE Scores - Reading		
	Grade 3	Grade 5	Grade 7
1985	31.71	36.00	28.80
1984	32.80	40.20	43.20

IOWA

The Migrant program in Iowa provided instruction in English to students of limited English background, reading, language arts, and mathematics during both regular and summer terms. Supporting services including attendance, health, and transportation were available in the summer term.

Iowa used a pre-test/post-test, norm-referenced evaluation design. Testing was performed during the fall and spring of the regular term. Thirty-five Migrant student participants were tested. Based on the results of this evaluation, the State concluded that Migrant students on the average gained 11.8 NCEs between pre- and post-tests.

KANSAS

Kansas provided Migrant programs during the regular and summer terms for students attending pre-kindergarten to grade 12. Instruction was provided in English to students of limited English background, reading, mathematics, and, during the regular term, vocational/career education. Supporting services included attendance, health, nutrition, and transportation.

Kansas used a pre- and post-test norm-referenced model to evaluate gains on a standardized achievement battery based on a fall-to-spring testing cycle. Statewide data were presented for grades K through 12. The average NCE gain for the State was 9.58. Gains ranged from +17.80 (grade 1) to -1.00 (grade 12). Data for individual subject areas were not provided.

Achievement information for summer projects was not provided.

KENTUCKY

In Kentucky, services provided by the Migrant program included instruction in reading, language arts, mathematics, and vocational and career education. Also, supporting services included attendance, social work, guidance, health, dental, nutrition, and transportation. Services were provided during the regular and summer terms. Students attending kindergarten through grade 12 were eligible.

Achievement data were reported for students participating in reading and mathematics programs. The State utilized a pre-test and post-test evaluation model with spring-to-spring and fall-to-spring testing cycles. Table 11 summarizes the number of participants tested and the mean weighted NCE gain scores for all grades combined.

TABLE 11

Achievement Data by Subject and Testing Cycles, 1984-1985

Kentucky

	Spring 1984-Spring 1985			Fall 1984-Spring 1985		
	Reading	Math	Language Arts	Reading	Math	Language Arts
Number Tested	761	762	282	742	825	196
Mean NCE Gain Score	0.6	2.8	1.7	4.4	7.5	6.9

In the spring-to-spring evaluation, the size of the testing groups varied from 108 (grade 4, reading) to 1 (grade 12, language arts). In reading, NCE gain weighted means ranged from +4.4 (grade 8) to -3.4 (grade 5). In mathematics, NCE gains ranged from +20.0 (kindergarten) to -7.16 (grade 4). In language arts, the range was from +23.7 (grade 1) to -4.0 (grade 4).

In the fall-to-spring evaluation, the size of the testing groups varied from 121 (grade 6, mathematics) to 3 (grade 12, language arts). In reading, NCE gain weighted means ranged from 16.6 (kindergarten) to -0.8 (grade 1). The range in math was from 11.1 (grade 8) to 2.2 (grade 10). In language arts, scores ranged from +18 (grade 3) to -5.9 (grade 12).

LOUISIANA

During the regular and summer terms, instruction was provided in English to students of limited English background, reading, language arts, mathematics, vocational/career education, social studies and art. In addition, some summer projects offered instruction in computer literacy, and physical and recreational education. Supporting services included attendance, guidance, health, dental, nutrition, and transportation.

A Statewide achievement summary was not provided. Instead, evaluation data for each parish were reported.

MAINE

During regular and summer terms, Migrant projects in Maine offered instruction in English to students of limited English background, reading, mathematics, vocational/career education, preschool tutorial, secondary tutorial and gifted education. Attendance, social work, and guidance services were provided during the regular term. Health, nutrition, and transportation were provided during the summer term.

The State Performance Report did not provide achievement information. The Program Evaluation Report, however, contained anecdotal critiques written by teachers of selected projects.

MARYLAND

Maryland provided regular and summer term instruction in English to students of limited English background, reading, language arts, vocational/career education, GED, and preschool education. Instruction for children with handicaps was available during the summer. All usual supporting services were available during both terms.

Maryland provided achievement data for the summer term only. Mathematics and reading scores were based on results submitted from four out of six participating LEAs. Language scores were based on results submitted from one LEA. A norm-referenced, pre-test and post-test model was used; scores were expressed in grade equivalencies.

MASSACHUSETTS

The Migrant program in Massachusetts offered regular and summer term instruction in reading, language arts, mathematics, vocational/career education, tutorial, and preschool education. Also, English to students of limited English background was offered in the summer. Supporting services included attendance, health, dental, nutrition and transportation. Services were provided to students attending pre-kindergarten through grade 12.

The State selected nine project sites (three sites per programming region) to participate in an evaluation of academic services during the summer of 1985. A Statewide sample of 270 students was chosen. The student sample at each site was stratified to include children in grades 3, 5, and 8. A pre-test/post-test norm-referenced model was used. Testing took place during the first and last weeks of the summer program. Table 12 reports weighted NCE mean gains for this sample.

TABLE 12

Achievement Data by Subject and Grade Level, Summer 1985

Massachusetts

	Mean NCE Gain Scores		
	Grade 3	Grade 5	Grade 8
Vocabulary	5.6	11.4	7.8
Reading Comprehension	6.2	7.3	6.2
Math Concepts	9.9	13.3	10.4
Math Problem Solving	11.3	15.3	10.9
Math Problem Computation	15.2	15.9	12.8

Also, evaluation information regarding skill mastery for each project model provided by the State was given. This information included total hours of instruction, total skills attained, number of students assessed, average hours of instruction, average skills mastered, and average skills gained per average hour of instruction. A summary of these data for all subject areas combined is presented in Table 13.

TABLE 13

Average Skills Mastered by Project Model,
Summer 1985

Massachusetts

	Number of Students	Average Hours of Instruction/ Student	Average Skills Mastered/ Student	Average Hours Instruction/ Skills Gained
Saturday Project Model	3,036	38.5	5.48	4.75
Tutorial Project Model	483	53.12	14.42	3.68
Preschool Project Model	301	139.44	10.91	12.78

MICHIGAN

Michigan provided instruction in English to students of limited English background, reading, language arts, mathematics, and vocational/career education during the regular and summer terms. Supporting services included attendance, guidance, health, dental, nutrition, and pupil transportation.

A Statewide achievement summary was not reported.

MINNESOTA

Minnesota provided Migrant programs during the regular term to students in kindergarten through grade 9. Instruction was offered in English to students of limited English background, reading, language arts, and mathematics. Supporting services included attendance, health, dental, and transportation.

During the summer term, instruction was provided in basic academic skills, art, crafts, computer science, geography, GED, music, history, and driver education.

Minnesota reported estimated achievement gains made by students in kindergarten through grade 8 who attended summer programs in 1985. Only gains of students who attended 23 days of school or more were included in this report. Because of the short duration of summer programs and the lack of instruments to measure short term gains, the measurement criterion was largely teacher judgement.

Table 14 presents the numbers of students achieving gains. In reading and mathematics, gains were expressed in terms of months. In oral language, gains were stated in terms of objectives mastered.

TABLE 14

Estimated Achievement Gains in Months, Summer 1985

Minnesota

	Reading		Mathematics	
	Number of Students	Percent Achieving Gains	Number of Students	Percent Achieving Gains
3 months or more	259	41%	37	21%
2 months	132	21%	158	25%
1 month	230	36%	303	47%
Less than 1 month	14	2%	42	7%
Total	635	100%	640	100%

Estimated Achievement Gains by Objectives Mastered,
Summer, 1985

Minnesota

	Language	
	Number of Students	Percent Achieving Gains
5 Objectives	98	16%
4 Objectives	68	11%
3 Objectives	196	32%
2 Objectives	127	20%
1 Objective	132	21%
Total	621	100%

MISSISSIPPI

During the regular term, Migrant projects in Mississippi included instruction in English to students of limited English background, reading, language arts, mathematics, and vocational/career education. All usual supporting services were available. No services were provided in the summer.

Mississippi did not provide a Statewide achievement summary. Local achievement data, however, were provided by all participating LEAs and cooperatives. The number tested, pre-test and post-test means, and the difference between means were reported by grade and by subject area. Scores were usually expressed in grade equivalencies.

MISSOURI

During the regular term, the Migrant program in Missouri offered instruction in English to students of limited English background, vocational/career education, elementary tutorial, and early childhood education. During the summer term, instruction was offered in reading, elementary tutorial, and early childhood education. Support services available included attendance, health, dental, nutrition, transportation, and library services.

Missouri provided a Statewide achievement summary which reported information for the following programs: preschool, elementary basic skills, career development, hands-on vocational, and English as a second language. Information was obtained from pre- and post-testing on a locally constructed rating scale for both regular and summer programs. Pre-testing was conducted during the first week of the program, and post-testing during the final week. Scores were reported as percentage of gain; this measure represented students' gains compared to the maximum possible gain in each area.

Table 15 summarizes the average percentage of gain for each program. Because Missouri's achievement report included average percentages of gain for different subject areas within each program model, average percentages of gain in this table are presented as ranges.

TABLE 15

Average Percentage of Gain by Term and by Program Model, School Year 1984-1985

Missouri

	Regular Term Fall 1984 - Spring 1985		Summer Term Summer 1985 - Summer 1985	
	Number of Students	Average % of Gain	Number of Students	Average % of Gain
Preschool Program	61	66.1%-59.0%	7	68.6%-38.1%
Elementary Basic Skills	709	64.7%-50.0%	648	47.8%-44.9%
Career Development Program	217	56.8%-49.4%	-	-
Hands-on Vocational Program	73	63.5%-61.4%	-	-
English as a Second Language	5	50.0%-36.0%	-	-

For the regular term preschool program, percentages of gain appeared high in all areas, ranging from 66.1% (cognitive skills) to 59.0% (gross motor skills). For the summer preschool program, the highest percentage of gain was in gross motor skills (68.6%).

For the regular term elementary basic skills program, the highest percentage of gain reported was in reading (64.7%). The lowest percentage of gain reported was in social development (50.0%). For the summer basic skills program, differences among skill area scores appeared negligible.

Similarly, no real differences were discernable among the average percentages of gains reported for skill areas within the career development program and within the hands-on vocational program.

For the English as a second language program, average percentage of gains ranged from 50.0% (oral communications skills) to 36.0% (reading skills).

MONTANA

Montana offered summer programs to students attending pre-kindergarten through grade 12. Instructional services were available in reading, language arts, vocational/career education, and general tutoring. In addition, health, dental, nutrition, and transportation services were available.

Montana did not supply a Statewide achievement summary. Test scores for reading and mathematics, however, were provided by participating LEAs. Most LEAs reported pre-test means, post-test means, average gain, and total possible score by grade. The number tested and average age by grade were also reported.

NEBRASKA

The Migrant program in Nebraska provided services to students in pre-kindergarten through grade 11. Instruction was available in English to students of limited English background, reading, language arts, mathematics, and vocational career education. Supporting services included attendance, health, nutrition, and transportation.

Achievement data were not provided.

NEVADA

The Migrant program in the State provided English to students of limited English background, reading, language arts, mathematics, vocational/career education, and readiness instruction during the regular term. Summer programs were not provided.

The State reported achievement data, which included the number of participants, and the number and percentage of participants who achieved an appropriate number of objectives. Appropriateness was determined by each LEA. The achievement data for all grades combined is summarized in Table 16 below.

TABLE 16

Percentages of Students Meeting Objectives by Subject During the Regular School Term 1984-1985

Nevada

	Reading	Math	Language Arts
Number of Participants	441	262	407
Number Meeting Objectives	307	191	325
Percent Meeting Objectives	70%	73%	80%

NEW HAMPSHIRE

New Hampshire provided instruction in reading, language arts, math, preschool, vocational/career education, and secondary tutorial during the regular term. Supporting services were provided during both regular and summer terms. Achievement data were not available.

NEW JERSEY

New Jersey offered a wide range of instructional and supporting services during the regular and summer terms for students attending pre-kindergarten to grade 12.

The State reported aggregated achievement data for districts that used a norm-referenced pre-test and post-test evaluation model to report scores in reading and mathematics. Spring-to-spring testing results were provided for grades 2-12; fall-to-spring scores were provided for grades 2-9. The number of participants tested and the mean NCE gains are presented in Table 17.

TABLE 17

Mean NCE Gain by Test Cycle and by Subject, School Year 1984-1985

New Jersey

	Spring-to-Spring		Fall-to-Spring	
	Reading	Math	Reading	Math
Number Tested	177	165	53	38
Mean NCE gain	4.0	8.0	0.1	7.4

For the spring-to-spring test cycle, mean NCE gain scores ranged from -2 (grade 10, math) to +16 (grade 4, math). For the fall-to-spring test cycle, scores ranged from -17 (grade 6, reading) to +24 (grade 2, math).

NEW MEXICO

New Mexico conducted Migrant programs for students in pre-kindergarten through grade 12 during regular and summer terms. Instruction was provided in English to students of limited English background, reading, language arts, and mathematics. Supporting services included attendance, health, dental, nutrition, and transportation. In addition, the summer programs provided enrichment activities.

Statewide achievement summaries were reported for regular and summer terms. Table 18 presents the number tested and average NCE gains for the regular term in reading, mathematics and language arts. Scores of students in kindergarten through grade 12 were included in the analysis. (No test cycles were indicated.)

TABLE 18

Mean NCE Gains by Subject, Regular Term 1984-1985

New Mexico

	Reading	Mathematics	Language Arts
Number Tested	1,430	1,062	234
Mean NCE Gain	6.19	6.01	5.22

Average NCE gains in reading ranged from +21.17 (kindergarten) to +1.20 (grade 4). In mathematics, average gains varied from +27.46 (kindergarten) to +.87 (grade 8). In language arts, gains ranged from +24.01 (kindergarten) to -6.59 (grade 9).

Achievement data for the summer term were reported for reading and mathematics. The data are summarized in Table 19 below.

TABLE 19

Mean NCE Gains by Subject, Summer 1985

New Mexico

	Reading	Mathematics
Number Tested	355	337
Average NCE Gain	.82	4.29

Reading scores were reported for students in kindergarten through grade 12; however, no students in grade 11 were included. Reading scores ranged from +8.24 (grade 5) to -29.00 (grade 12).

Math scores were presented for students in grades 1 through grade 12; again, no scores were available for students in grade 11. Math scores ranged from 11.17 (grade 8) to -.87 (grade 2).

NEW YORK

The Migrant program in New York provided instruction in English to students of limited English background, reading, other language arts, mathematics, vocational/career education, parent education, adolescent outreach, and health. Supporting services were provided in attendance, guidance, health, dental, transportation, and cultural enrichment. Services were provided during both terms.

New York reported the number of participants, mean number of contract hours, mean number of objectives mastered, mean number of contract hours per objective, and mean number of objectives per hour. Data were reported by grade and by skill areas for both regular and summer terms. Skill areas were readiness, reading, mathematics, and English as a second language. Data were based on the results of criterion-referenced tests and various non-test sources, including teacher observations, questionnaires, and records.

NORTH CAROLINA

In North Carolina, regular and summer term Migrant programs provided instruction in English to students of limited English background, reading, language arts, mathematics, vocational/career education, physical education, science, and social studies. Also, in the summer term, instruction was offered in cultural arts, self-concept, and computer literacy. During both terms, health, dental, nutrition, transportation, clothing and early childhood supporting services were available. Attendance and guidance services were provided in the summer term.

The North Carolina Annual Evaluation Report for Migrant Education programs provides a summary of the achievement of Migrant students who were given a norm-referenced achievement test during April 1985. This summary compares the achievement scores of children in Migrant programs with national and State average scores for children in grades 1, 2, 3, 6 and 9. Scores were expressed in grade equivalents and percentile ranks. Also, scores in reading and in mathematics, expressed in grade equivalencies, were reported for these grades for the past six years. Table 20 compares grade equivalency scores of students in Migrant programs with average State achievement scores. North Carolina noted that 1,705 students were included in the testing group for 1985; a breakdown by grade was not reported.

TABLE 20

Average Grade Equivalency Scores for Students in State and in Migrant programs, School Year 1984-1985

North Carolina

	Reading		Mathematics	
	State Average	Migrant Program	State Average	Migrant Program
Grade 1	1.9	1.6	2.1	1.8
Grade 2	3.2	2.6	3.4	2.8
Grade 3	4.0	3.4	4.2	3.7
Grade 6	7.2	5.7	7.6	6.6
Grade 9	10.4	7.9	11.5	8.4

NORTH DAKOTA

North Dakota provided instruction in English to students of limited English background, reading, language arts, mathematics, and vocational/career education. During the regular term, supporting services in the areas of transportation and nutrition were offered. During the summer term, attendance, health, dental, nutrition, and transportation services were provided.

No achievement information was provided.

OHIO

Migrant projects in Ohio provided instruction in English to students of limited English background, reading, language arts, mathematics, and vocational/career education. Supporting services included attendance, health, dental, nutrition, and transportation. Services were available during regular and summer terms.

Reading programs for the regular term were evaluated through a norm-referenced model using NCE scores obtained from a fall-to-spring testing cycle. The number tested, total NCE gain, and mean NCE gain were reported for grades K to 6. The mean NCE gain scores ranged from +9.6 (Kindergarten) to -.8 (grade 5). The weighted mean NCE score for all grades combined was 4.3. Scores of 482 children were included in this analysis.

Achievement information for other instructional areas and for summer term projects was not available.

OKLAHOMA

The Migrant program in Oklahoma provided instruction in English to students of limited English background, reading, language arts, vocational/career education, science, social studies, and cultural awareness. Supporting services included attendance, guidance, health, dental, and nutrition services. Instruction and supporting services were provided during the regular term only.

Oklahoma utilized a pre-test/post-test norm-referenced evaluation model to assess achievement in reading, mathematics, and language arts. The State summary reported the number of participants, the number with pre- and post-test scores, post-test weighted NCE mean score, weighted NCE mean gain, and the number of students making gains by subject area, by grade, and by testing interval. Table 21 presents results for all grades combined and for all test cycles combined.

TABLE 21

NCE Gains by Subject, All Testing Cycles Combined, School Year 1984-1985

Oklahoma

Subject	Participants	Students With Pre- and Post-Scores	NCE Gain	# Making Gains
Reading	813	543	2.45	309
Math	900	587	4.98	380
Language Arts	690	444	3.13	264
Total	2,403	1,574	3.59	953

In reading, NCE gain scores for spring-to-spring testing ranged from 15.90 (Kindergarten) to -10.97 (grade 1). For fall-to-spring testing, NCE gains ranged from 9.78 (grade 8) to 1.02 (grade 9).

In mathematics, scores for spring-to-spring testing ranged from 11.39 (grade 1) to -3.45 (grade 9). For fall-to-spring testing, NCE gains ranged from 9.87 (grade 1) to -4.95 (grade 11).

In language arts, scores ranged from 5.67 (grade 6) to -4.8 (grade 8) for spring-to-spring testing and from 10.33 (grade 11) to -2.8 (grade 10) for fall-to-spring testing.

OREGON

The Migrant program in Oregon offered instructional services in basic subject areas, readiness, culture, health, physical education, and assignment completion. Supporting services included guidance, health, field trips, dental, nutrition, pupil transportation, insurance, and student fees. Services were provided during both terms.

The State Performance Report did not include achievement data. The Chapter 1-M ECIA Oregon Migrant Education Program Educational Impact Report, however, included a Statewide achievement summary. This summary described the number of students evaluated, the number of objectives attempted, and the percent attainment. Data were reported by level, i.e., preschool, elementary, and secondary, and by method of evaluation. Methods of evaluation included pre- and post-testing and assessing growth from educational plans and student records. Table 22 reports the degree of success of students in components which used pre- and post-testing as the method of evaluation.

TABLE 22

Judged Degree of Success of Students in Components Which Used Pre- and Post-Testing as Methods of Evaluation

Oregon

Judged Degree of Success*	Number of Students			
	Preschool	Elementary	Secondary	Total
Very Successful	43	269	0	313
Successful	0	19	0	19
Moderately Successful	0	0	0	0
Unsuccessful	0	0	0	0
Data not Interpretable	0	15	0	15
Total	43	303	0	346

* Criteria were as follows:

Very Successful	-- more than 75% of students made positive gains.
Successful	-- 61-75% made positive gains.
Moderately Successful	-- 50-60% made positive gains.
Unsuccessful	-- less than 50% made positive gains.
Not Interpretable	-- data available for less than 50% of the students, major data elements missing, inadequate test identification.

Table 23 reports the judged degree of success of students in components where material abstracted from individual and group short term plans or records was used to evaluate success.

TABLE 23

Judged Degree of Success of Students in Components Which Used Individual and Group Short-Term Plan/Records as the Method of Evaluation

	Individual Short Term Plan/Records		Group Short Term Plan/Records	
Judged Degree of Success*	Number	Percent	Number	Percent
Very Successful	1,554	86	931	86
Successful	227	13	98	9
Moderately Successful	11	1	10	1
Unsuccessful	0	0	37	4
Totals	1,792	100	1,076	100

* Very Successful -- 85% or more of students made positive gains
Successful -- 75-84% made positive gains
Moderately Successful -- 65-74% made positive gains
Unsuccessful -- less than 65% made positive gains.

Degree of success was judged by a third-party evaluator. As was noted in the report, it is possible that another judge, using the same criteria, might arrive at different conclusions.

PENNSYLVANIA

During both terms, the Migrant program in this State offered instruction in English to students of limited English background, reading, language arts, mathematics, and vocational/career education.

Pennsylvania provided student achievement data, which included aggregated test scores for all students in Migrant programs who had been given more than one California Achievement Reading test since January 1, 1982. Although a summary was not provided, the State concluded that the average NCE gain for each student over a 9-month period was +.8.

PUERTO RICO

Puerto Rico offered instructional services in English, reading, Spanish, and mathematics. Supporting services included attendance, social work, guidance, health, dental, transportation and ophthalmology.

Achievement information was provided for grade 4 through grade 9 for six regions. The achievement information was reported as percentages of skills which Migrant participants had mastered by grade and by region. Percentage of skills were recorded for English, Spanish and mathematics. The percentage of basic skills mastered in English ranged from 100 percent to 0 percent. The percentage of basic skills in math ranged from 60 percent to 0 percent. The percentage of skills in Spanish ranged from 93 percent to 0 percent. The number of students included in these summaries was not given.

RHODE ISLAND

During the regular term, the Migrant program in Rhode Island provided indirect, academic consultative services and educational field trips. During the summer term, instruction was provided in English to students of limited English background, reading, mathematics, social studies, and science. Also, the summer program provided transportation and field trip services.

No achievement information was available.

SOUTH CAROLINA

The Migrant program in South Carolina provided instruction in reading, mathematics, and preschool education. Supporting services included attendance, health, dental, nutrition, transportation and library services. Services were offered during both terms.

During the spring of 1984 and 1985, participants in grades 1, 2, 3, 9, 10, and 11 were given norm-referenced tests to assess skill levels in reading and in mathematics. The State reported the number of participants, the number of participants tested, pre- and post-test scores, and NCE gains. Scores were expressed in percentiles and NCEs. Table 24 presents the results of this testing for all grades combined.

TABLE 24

Achievement Data Spring-to-Spring Testing, 1984-1985

South Carolina

	Number Tested	Pre-Test NCE	Post-Test NCE	NCE Gain
Reading	84	32.4	31.8	-0.6
Mathematics	79	39.9	41.2	1.3

In reading, NCE gain scores ranged from +10.1 (grade 1) to -7.5 (grade 2). In mathematics, NCE gain scores ranged from 16.3 (grade 1) to -3.8 (grade 2)

Gains in developmental skills were reported for three and four year olds in pre-kindergarten and for five and six year olds in developmental programs during the summer term. The number and percent of students who "gained," "lost," were "unchanged," and "not judged" were provided by skill area. Results indicated that most children, between 93% and 52%, depending on skill area and grade level, gained skills. No child lost skills.

SOUTH DAKOTA

The Migrant program provided English to students of limited English background, reading, math and preschool instruction during the regular term. Summer instruction was not provided.

South Dakota employed a norm-referenced model to evaluate its kindergarten and resource room program. Results of this evaluation are summarized in Table 25.

TABLE 25

Achievement Data

South Dakota

Subject	Students Tested	Average NCE Gain
Kindergarten	5 (fall-to-spring)	9.2
Reading	31 (spring-to-spring)	4.5
Math	31 (spring-to-spring)	2.6
Language Arts	31 (spring-to-spring)	3.0

In reading, gain scores ranged from 8.4 (grade 1) to -14.5 (grade 11). In mathematics the range was from 12.2 (grade 11) to -15.7 (grade 7). In language arts, the gain scores ranged from 10.6 (grade 3) to -11.6 (grade 6). Because of the small number of participants in Migrant programs in this State, the numbers tested were very small.

TENNESSEE

The Migrant program in Tennessee provided services to students in kindergarten through grade 12 during regular and summer terms. The summer term programs also included a project for pre-kindergarten students.

Regular term instruction was provided in English to students of limited English background, reading, and mathematics. During the summer term, instruction was provided in English to students of limited English background, reading, language arts, music and art, physical education, social studies, and science. The summer program also offered supporting services including attendance, health, dental, nutrition and transportation services.

In Tennessee, two LEAs provided projects for Migrant students during the regular term. One LEA used a norm-referenced pre-test and post-test model. Fall-to-spring NCE gain scores in reading and mathematics were reported for kindergarten through grade 12. These data for all grades combined are summarized in Table 26 below.

TABLE 26

Achievement Results, Fall-to-Spring Testing

Tennessee

	Reading	Math
Number Tested	59	54
Mean Weighted NCE Gain	2.9	4.6

In reading, mean NCE gain scores ranged from 12.5 (grade 2) to -17.8 (grade 10). In math, mean NCE gains scores ranged from 25.5 (grade 3) to -14.0 (grade 10).

The other LEA offering a Migrant regular term program reported the number of skills gained as measured by a criterion-referenced test. Gains of students in reading and math were reported by grade and by time in program, i.e., 9-12 weeks and 12 or more weeks. For all grades reported, an average of 5 skills were gained in reading and in math, for both the 9-12 weeks group and the 12 or more weeks group.

Of the six LEAs in the State providing summer programs, one LEA used a norm-referenced pre-test/post-test model to evaluate the summer program. For pre-kindergarten and

kindergarten, gains were reported in percentiles. For grades 1-8, gains were reported in grade equivalencies. The five remaining LEAs used a criterion-referenced test; gains were reported in terms of skills mastered. Also, one of these five LEAs used a locally constructed test to evaluate programs in physical education, art, music, industrial arts, home economics, and shop.

TEXAS

The Migrant program in Texas provided instructional programs in English to students of limited English background, reading, language arts, mathematics, and vocational/career education to children attending prekindergarten through grade 12. Attendance, health, and dental supporting services were available.

Statewide achievement data were reported for students in grade 2 through grade 12 who attended remedial reading and mathematics Migrant projects during the regular term. A pre-test/post-test norm-referenced evaluation model based upon results from a spring-to-spring testing cycle were used. The number of students with pre and post-test scores and the weighted mean NCE gain for all grades combined are presented in Table 27.

TABLE 27

NCE Gains by Subject, Spring 1984 and Spring 1985

Texas

	Mathematics	Reading
Number tested	12,885	27,494
Weighted mean NCE gain	+.91	+1.10

The number of students with matched pre-test and post-test scores ranged from 3,628 (grade 5, reading) to 275 (grade 12, mathematics).

In reading, gains ranged from 2.2 (grades 4 and 5) to -2.0 (grade 2). In mathematics, gains ranged from 2.5 (grade 11) to -1.1 (grade 10).

UTAH

In Utah, the Migrant program offered instruction in English to students of limited English background, reading, language arts, mathematics, and vocational/career education. In addition, instruction was provided in music, art, physical education, computer science, and swimming. Supporting services in the areas of attendance, health, dental, nutrition, and transportation were provided.

Utah reported district level achievement for students attending summer Migrant projects. In most areas, a pre-test/post-test norm-referenced model was used. A Statewide summary was not provided.

VERMONT

Migrant projects in Vermont provided instruction in reading, vocational/career education, history and culture. Available supporting services included attendance, health, dental, nutrition, social skills development, and book distributions. Services were offered to students in prekindergarten through grade 12 during the regular and summer terms.

Reading achievement was evaluated through a pre-test/post-test criterion-referenced model. Pre-test and post-test scores were available for 13 students who attended a RIF program for 2 to 21 weeks. Pre-test grade level, post-test grade level, number of weeks in program, and mean weekly growth were reported for those 13 students. Based upon these data, Vermont concluded that a positive reading development of one month per week was achieved for students in the program an average of 5.5 weeks.

In addition, an analysis was conducted to measure the extent to which individually developed reading objectives were achieved through the review of 69 student records. The results of this analysis are presented in Table 28 below.

TABLE 28

Achievement of Objectives, School Year 1984-1985

Vermont

	Objectives
Number of objectives attempted	275
Number of objectives mastered	188
Number of objectives where improvement was made	63
Number of objectives where no improvement was made	24

VIRGINIA

During the regular term, Virginia provided instruction in English to students of limited English background, reading, language arts, math, vocational/career education, and cultural enrichment. During the summer term, instruction was provided in reading, language arts, and mathematics. Supporting services, including guidance, health, dental, nutrition and transportation, were provided during both terms. Services were available to students in pre-kindergarten through grade 12.

During the regular term, the State evaluated performance by comparing pre- and post-test gains as measured by criterion-referenced tests. Table 29 presents the number of students who demonstrated one month's gain for each month of instruction.

TABLE 29

Number and Percentage of Students Demonstrating One Month's Gain per One Month of Instruction

Virginia

Curriculum Area	Students Tested	Number Meeting Objective	Percentage Meeting Objective
Mathematics	66	54	82%
Readiness	18	15	83%
Reading	66	50	76%

For the summer term, percentages of students who gained one or more objectives on a criterion-referenced test were reported. Of the 91 students who were tested in mathematics and reading, 92 percent gained at least one objective in math; 84 percent gained at least one objective in reading.

WASHINGTON

The Migrant program in Washington provided instruction in reading, language arts, mathematics, vocational/career education, and readiness. Instruction was provided during both terms. During the regular term, health and dental services were available.

Nine of the 60 LEAs participating in the Migrant program submitted achievement data utilizing a pre-test, post-test norm-referenced evaluation model. Other LEAs could not use this model because, due to language barriers and mobility, pre and post-test scores were not available for a large percentage of students served in the Migrant program. Given these limitations, Washington indicated that its Statewide data summary was not likely to represent the State program and requested that we not publish its results.

WEST VIRGINIA

During the regular term, West Virginia offered instructional services in English to students of limited English background, reading, language arts, mathematics, and vocational/career education. During the summer term, instruction was provided in English to students of limited English background, reading, and mathematics. For both terms supporting services included attendance, health, nutrition, and clothing.

Achievement information was not provided.

WISCONSIN

During the regular and summer terms, the Migrant program in Wisconsin provided instruction in approximately 16 areas. In addition to areas usually reported, these included physical education, fine arts, practical arts and survival skills, music and dance, science, and social studies. Supporting services included attendance, guidance, health, dental, nutrition, and transportation services.

Statewide achievement information was provided for the regular and summer terms. The State reported the number of participants receiving instructional services and the percent of participants meeting the criterion of success by instructional area. Data were provided for students by age (i.e., 3-5, 6-8, 9-10, 11-12, 13-14, 15-16, and 17-18) and by sex. The criterion of success was one month's growth per one month's instruction. Table 30 presents the number receiving services in reading/language arts and mathematics for all grades combined.

TABLE 30

Number and Percentages of Students Achieving
One Month's Growth Per One Instructional Month, Regular Term
School Year 1984-1985

Wisconsin

	Number	% Meeting Criterion of Success
Reading/Language Arts (English)	642	81
Reading/Language Arts (Spanish)	65	94
Mathematics	616	89

For all 16 areas reported, percentages of participants achieving one month's growth per one month's instruction ranged from 100% in English to students of limited English background and in fine arts to 81% in Reading/Language Arts (English). Most of the percentages reported were in the high 90's.

WYOMING

Migrant programs in Wyoming were provided during the summer term for students in pre-kindergarten through grade 12. Instruction was provided in English to students of limited English background, reading, language arts, mathematics, and vocational/career education. Supporting services included attendance, health, dental, nutrition, transportation and swimming.

Achievement data were not provided.